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ABSTRACT

The goal of the faculty development program that formed the basis of this project was to provide more social workers trained in working effectively with the elderly. Demographics indicate that the number of elderly, including frail elderly, will increase, and the need for social workers in this area already exceeds the available supply. Objectives of the program were: (1) develop and test a model for field instruction for Baccalaureate Social Work programs; (2) increase the gerontologic information and techniques for current field instructions; (3) share project outcomes with professional associations; and (4) project evaluation. It was found that only 16 percent of field work sites served clients over 50 and that instructional staff in these sites was limited. Topics that field instructors would have found more useful include updated information about psychological evaluation of the aged, counseling, functional assessment, depression, and dementia among others. Ten objectives for training in gerontological social work were identified and appropriate learning activities were devised. An educational resource manual was designed for undergraduate social work students. Two of the participating institutions chose to upgrade social work curriculum to include more gerontology. One project site also worked to improve local service delivery. An extensive set of appendices include: (1) key activities of the project; (2) project organization and advisory committee meetings; (3) baseline surveys instruments and results; (4) design of model field site; (5) evaluation; (6) dissemination. (KM)

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ED 371 254

FINAL REPORT

"A STATEWIDE FACULTY DEVELOPMENT PROGRAM FOR UNDERGRADUATE SOCIAL WORK EDUCATORS IN ELDERCARE"

Prepared by the Staff of
The Texas Consortium of Geriatric Education Centers

Administration on Aging
Grant No. DHHS 90AT0509

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A STATEWIDE FACULTY DEVELOPMENT PROGRAM FOR UNDERGRADUATE SOCIAL WORK EDUCATORS IN ELDERCARE

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I. INTRODUCTION

The primary goal of our statewide faculty development program for baccalaureate social work (BSW) programs was to increase the number of social workers that have the knowledge and skills needed to work effectively with older persons, particularly those older people residing in the community most at risk of losing their independence. The needs for this project were based upon (1) the demographics and epidemiology of the U.S. and Texas' aging population, (2) the lack of sufficient numbers of social work faculty and field instructors trained in gerontology/geriatrics, and (3) the current status of BSW education with regard to eldercare concepts for social workers whose clients are older people at greatest risk of requiring community-based services to remain independent.

According to information contained in the report, Personnel for Health Needs of the Elderly Through the Year 2020 (1987), the projected need for professionally trained social workers greatly exceeds the number of social work personnel currently available. In this report, Greene (1986) wrote: The social welfare industry labor pool for social workers is growing. The Bureau of Labor Statistics estimates a minimum of 67,000 social work job openings will become available by the end of this century. The Bureau of Labor Statistics also projects an average annual growth rate of social workers of 1.8% for the 1984-95 period. This is based on an assumption of an expansion of the social services industry. A 1982 survey of NASW members indicates that 18-21% of the membership may be serving the aged in either a full or part-time capacity. Serious service gaps exist in certain sectors: under-service of the aged in community mental health centers; increasingly active role and demand for medical social workers in hospitals re: DRG's and discharge planning; area agencies on aging are expanding their service roles; family service agencies are providing only limited counseling of older persons; underutilization of social workers in nursing homes. In the next 40 years, there will be a greater number of frail elderly who will need social and health services on an increased scale. Older women will be experiencing in greater numbers the economic, social and health problems of the aged. The minority aged are at the most risk regarding health, income, and housing. More social workers will be needed to address all of these demands for services, now captioned "eldercare."

In order to fulfill the goal of the project, the Texas Consortium of Geriatric Education Centers (TCGEC), headquartered at Baylor College of Medicine, collaborated with the University of Houston Graduate School of Social Work (UH), Texas Southern University School of Social Work (TSU), the University of Texas-Pan American School of Social Work (UT-PA), the University of Texas-Austin School of Social Work (UTA), and the Texas Department on Aging (TDoA) to complete the following objectives: (A) Develop and pilot test an articulated model of field instruction for BSW programs sponsored by the University of Texas-Pan American, Texas Southern University, and the University of Texas at Austin and incorporate recommendations contained in the report, Undergraduate Social Work Education and Gerontology (Schneider and Kropf, 1989); (B) Advance the gerontologic knowledge and skills of current field instructors in community agencies serving as sites for the affiliated model of field instruction; and (C) Disseminate project outcomes to the 26 social work programs in Texas, to the 25 BSW programs in Historical Black Colleges and Universities in states served by the Southern Regional Education Board, and to the remainder of the 403 BSW programs

in the U.S. through professional associations; and (D) Evaluate and assess the effectiveness of program activities.

II. METHODOLOGY

The scope of work accomplished by this project was guided by a task-outline approach describing the steps necessary to attain each objective (see Appendix A, Illustration 1). A summary of key activities and methods used for each objective is described below.

A. OBJECTIVE 1 - MODEL FIELD SITE INSTRUCTION PROGRAM: Develop and pilot test an articulated model of field instruction for BSW programs sponsored by the University of Texas-Pan American, Texas Southern University, and the University of Texas at Austin and incorporate recommendations contained in the report, Undergraduate Social Work Education and Gerontology

This phase of the project began when TCGEC project staff convened an initial Advisory Committee Meeting with co-project directors from the University of Texas at Austin, University of Texas - Pan American, Texas Southern University, and the Texas Department on Aging (TDoA) (see Appendices B-1, B-2 and B-3). Each institution provided a description of the current baccalaureate social work program at their school emphasizing the field instruction component (see Appendix C-1). TCGEC staff assessed the curriculum of each program for content of relevance to gerontological social work utilizing The Undergraduate Social Work, Education and Gerontology Series (Schneider and Kropf, 1989).

The design of the model field site program consisted of identifying learning objectives for essential attitudes, knowledge and skills, and then selecting appropriate experiential activities for students to have within a model field site. The project staff and members of the Advisory Committee developed the model field site program objectives and activities and identified the outline for a educational resource manual to assist field instructors in implementing the model objectives (see Appendices D-1 and D-6). A further outcome of the initial meeting was the identification of criteria for selecting which agencies or institutions currently affiliated with a BSW program would be further developed as a model field site within this project. Based on an understanding of social work training needs and eldercare, the committee selected the following criteria: (1) settings with at least 25% of clients served in the 60+ age group; (2) strong social work role in the setting/instructor in agency for at least one year; (3) setting serving community-based clients; (4) settings serving at-risk or frail older people as indicated by old-old (80+), income level of clients, or service mix of agency; (5) opportunity for students to "practice" assessment interview and problem-solving skills such as care planning or referral; (6) settings with opportunities for students to observe or interact with professionals of other disciplines.

In order to identify community-based agencies and field instructors to participate in the model field site program, two survey instruments were developed by project staff and finalized following Advisory Committee review: a Field Placement Site Survey (Appendix C-2) and a Field Instructor Survey (Appendix C-4). A survey of the 50 field sites affiliated with the three social work programs and serving clients age 50+ was conducted and analyzed. The results

of these surveys were utilized to identify locations to serve as "experimental" model field sites as well as case control sites. The model field sites selected provided opportunities to test the model in diverse environment with field instructors having different backgrounds in addition to working in agencies with a different service mix (see Appendix D-3, D-4, and D-5). The three field site instructors joined the project Advisory Committee at its second meeting in May, 1992 where project consultant Dean Nancy Hooyman, Ph.D. worked with the committee and staff to finalize the dimensions of the model field site program including the proposed contents of the educational resource manual.

In Fall, 1992, each of the model field sites enrolled baccalaureate social work students who received a resource manual and were trained utilizing the model field site objectives. Three senior social workers who were faculty in other communities visited each field site for purposes of orienting the participants to the overall project as well as providing in-service education on a gerontological topic (see Appendix D-8). A total of 5 students participated in the model field site program and provided important information regarding the viability of the program components. Utilizing the information obtained from the evaluation activities of the project, TCGEC staff refined the model field site program objectives and produced a greatly enhanced educational resource manual.

B. OBJECTIVE 2 - PROFESSIONAL DEVELOPMENT OF SOCIAL WORK INSTRUCTORS: Advance the gerontologic knowledge and skills of field instructors in community agencies offering field practica for undergraduate social work programs in Texas.

This phase of the project was initiated at the May, 1992 of the project Advisory Committee when the three model field site instructors joined the overall project work group. The survey of field instructors included an identification of learning needs in gerontological social work. Survey results were utilized in several ways: (1) Three lecture presentations were developed and delivered at the May project meeting covering the topics of Working with Older Adults in the Community, Psychosocial Intervention, Physiological Changes in the Elderly, and Assessment of Depression and Dementia. At the same meeting, Dean Hooyman also gave a presentation on Practice Issues Pertinent to Gerontological Social Work; (2) Field site social work field site instructors were recruited to participate in the 1992/1993 TCGEC Professional Development Program in Aging; (3) The educational resource manual was modified to incorporate material of relevance to the identified learning needs of field site instructors; (4) Information regarding the Continuing Education Program in Gerontology and Human Services offered by the University of Houston Graduate School of Social Work was provided to interested instructors; and (5) Project faculty delivered presentations at each model field site (see Appendix D-8).

C. OBJECTIVE 3 - DISSEMINATION: Disseminate project outcomes to the 26 social work programs in Texas, to the 25 BSW programs in Historical Black Colleges and Universities in states served by the Southern Regional Education Board, and to the remainder of the 403 BSW programs in the U.S. through professional associations.

The dissemination phase of the project included informing key audiences about the

project methods and results as well as distributing the two key products of the project, namely the Educational Resource Manual for Baccalaureate Social Work Field Instruction in Gerontology and the case vignettes for Student/Teacher Enrichment Program in Elder Care (see Appendix D-6 and D-7). The major audiences targeted to receive information regarding the project include the 26 accredited BSW and MSW program directors in Texas, their counterparts nationally, professional organizations for academic and practicing social workers, faculty development experts with geriatric education centers and heads of the 25 historical black colleges and universities BSW programs. The project staff informed these audiences by doing the following: (1) publishing information about the project and its' products in the TCGEC Sage Report, Vol. 7, No. 2/Vol. 8, No. 2, Winter 1992 and Winter 1993 reaching a readership of 1,200 (see Appendix F-1); (2) announcing the project activities and the availability of the educational resource manual in the Geriatric Education Center Pipeline, October 1991 and September 1993 reaching all of the Geriatric Education Centers nationwide; (3) forwarding information and project products to the National Association of Social Workers and the Council on Social Work Education; (4) presenting a poster session on the project at the Gerontological Society of America's annual meeting in New Orleans on November 21, 1993 (see Appendix F-4); (5) distributing copies of the educational resource manual to social work program directors in Texas as well as to HBCU's in the region. These dissemination activities are intended to assist interested educators and practitioners in expanding content on eldercare issues in aging within courses and field experiences as well as promoting interest in gerontological social work as a career. Announcing the project and its products has generated several request for copies of the educational resource manual from six states in addition to Texas.

D. OBJECTIVE 4 - PROJECT EVALUATION: Evaluate and assess the project.

Throughout the project the Gantt/Pert approach was used to monitor progress toward achieving stated objectives and completing proposed tasks. Specific evaluation strategies were also developed to: (1) characterize the clientele, range of services provided and type of practicums offered by each community-based agency serving as a field placement site with one of the three schools; (2) understand the preparation, role responsibilities, and perceived educational needs of field instructors; (3) identify community-based agencies and field instructors to participate in the model field practicum; (4) select case control sites to discern the effectiveness of the model field practicum; (5) measure student competence involving elderly clients using written case simulations; and (6) evaluate the quality of the resource manual and faculty development activities. The survey instruments used to collect baseline information for evaluation components 1-3 are included along with the analysis of results in Appendices C-2 through C-7.

In order to discern the effectiveness of the model field site program, TCGEC staff developed a case control study design to test the hypothesis that baccalaureate level social work students completing model field site experiences are better able to manage problems presented in written simulated case vignettes involving older clients. Three sites were selected from each institution to serve as experimental and case control sites with the sites matched according with percentage of older clients, extended services provided and student roles in service delivery

(see Appendix D-3). The evaluation plan called for all social work students assigned to the experimental and case control sites to complete the casebooks at the beginning and end of their field placements. In order to verify the implementation of the model field site objectives, the project staff reviewed the field site logs which were used by social work students to summarize their daily activities. Several operational barriers invalidated the study design, however, a casebook of vignettes was created to ascertain each students' ability to: (1) recognize client problems and strengths; (2) to identify required assessment; (3) to display knowledge of the community services; (4) to demonstrate understanding of intervention alternatives and self-awareness. The vignettes involved common practice issues regarding both diverse older clients and a few younger clients with multiple problems. Ultimately, all of the case vignettes were combined into one case book and utilized at all three sites as a means of evaluating students' performance (see Appendix D-7). An answer sheet was generated for each case utilizing the expertise of social workers with knowledge and experience in serving older clients.

Social work field instructors, institutional faculty, and students were asked to complete written evaluations concerning the quality of the educational resource manual and faculty development presentations. The overall impact of the project was evaluated by a written questionnaire completed by the faculty leaders from UT-Austin, UT-Pan American, and Texas Southern University.

III. FINDINGS AND OUTCOMES

The outcomes of the project include: A. Increased information about the field settings and field instructors currently affiliated with three baccalaureate social work programs in Texas; B. Appreciation of the preparation and perceived educational needs of field instructors in the area of gerontological social work; C. Social work educators and field instructors becoming more knowledgeable at geriatrics/gerontology; D. The development of a model field site program; E. Compilation of an educational resource manual to support baccalaureate social work field instruction in gerontology; F. Enhancement of baccalaureate social work course content in gerontology; G. Improvement of community services in aging.

A. Descriptive Information on Current Baccalaureate Social Work Education

The results of two surveys summarize the current status of baccalaureate social work field training in gerontology (see Appendices C-3 and C-5). In three Texas undergraduate social work programs the opportunities for students to develop their "generalist practice skills" in field settings serving older people and their families are currently highly limited. Only 16 percent of sites serve clients over 50 and the majority of these sites have only one field instructor. However, the survey findings indicate that the experiences available in these settings (i.e. case management, psychosocial assessment, etc.) are meaningful and appropriate for future social workers who are likely to work with older people.

B. Identified Educational Needs of Field Instructors

As evidenced in the surveys conducted by the project, the overwhelming majority of field instructors (60 percent) currently affiliated with the three baccalaureate programs have had only limited preparation in gerontology, including formal graduate training or continued education programs. Field instructors are aware of their needs for further training and the topics they identified through this project as most important are: psychological evaluation of the aged; counseling; functional assessment; depression; dementia; and others.

C. Expanded Knowledge of Social Work Faculty and Field Instructors

This project increased knowledge and skills of social workers in the topic areas listed above through the provision of professional development as well as the inclusion of materials in the educational resource manual. In addition to enabling the field instructors to improve their practice with elders, the project impacted the training of future professionals who will be trained by these individuals.

D. Development of a Model Field Site Program

Project staff and collaborating social work faculty and field instructors utilized previous publications and prior experience in social work education to generate a total of ten objectives focused on the field training experience in gerontological social work (see Appendix D-1). For each objective a set of potential learning activities was identified with the recognition that each field instructor would work with a particular student to tailor the learning experience to the needs of the student and the opportunities available within the field agency. A brief content analysis of the student field logs revealed that many of the learning activities had been utilized within the three experimental settings.

E. Educational Resource Manual

An educational resource manual was designed to enhance the learning experiences of undergraduate social work students working in a model field site program for gerontological social work education. Utilizing the objectives for the model field site program, project staff and advisory committee members identified printed resource material as well as relevant references and audio visual resources to include under each of the eleven topic areas covered in the manual (See Appendix D-6). Social work faculty and field instructors as well as students participating in the model field sites completed a written evaluation of the manual at the end of the project. Based on the results of this evaluation the manual was modified to include increased content related to aging and ethnicity as well as additional information on health issues. The manual enables field instructors to maximize student learning through access to relevant practice-related resources.

F. Improved Social Work Curriculum in Gerontology

Two of the participating institutions, UT-Austin and UT-Pan American reported upgrading or expanding the social work curriculum in the area of gerontology. At UT-Pan American, a new course on social work with the aging family was designed and taught for the first time in the fall of 1992. As a result of increased classroom instruction in gerontology both of these institutions reported greater student interest in working with older persons.

G. Improved Community Services in Aging:

The University of Texas-Pan American project site initiated two activities designed to improve local service delivery. The project developed a specialized eldercare resource directory and empowerment kit and also designed and conducted an eldercare empowerment workshop at a local social service agency. The purpose of the workshop was to help older people learn how to access services and advocate on their own behalf.
UT-Pan Am faculty as well as the project field instructor and social work intern participated in these activities, which were of great benefit to the local community of older people and service providers.

IV. DISCUSSION OF RESULTS

Social workers with education and training in gerontology can provide more appropriate, effective and sensitive care to older people and their families. Given the previously cited demand for gerontologically-trained social workers, programs which emphasize gerontological content are definitely needed. In particular, the education needed in BSW programs must include an emphasis on the problems of at-risk, low-income and minority elderly and the use of community-based care for disabled for older adults.

Among the findings of this project with implications for future educational efforts is the limited number of field agencies serving older people and their families which are currently affiliated with baccalaureate social work programs. Only 16 percent of the sites affiliated with the three participating social work programs serve clients over 50 and the majority of these sites have only one field instructor. Therefore, one major initiative which will be needed to increase the exposure of social work students to older adults is the expansion in the number of field sites available for baccalaureate social work training. Ideally these settings should be selected with attention to the criteria named in Appendix D-2. Likewise, the survey of field instructors revealed the need for further professional development of field instructors who have had little or no opportunity to receive training in gerontology. This project includes a model and resource material which could be utilized by an individual instructor or an overall social work program to address the educational needs of field instructors as well as assist them in fulfilling their field instruction role in gerontology. Although originally developed as a tool for evaluating field instruction of social work students, the case book can also be incorporated into classroom instruction of social work students. Many of the participating project faculty noted the lack of available case material to include in classroom instruction.

Many community agencies, including those affiliated with those providing services funded through the Administration on Aging, recognize the need for more practitioners who are trained to adapt their communication styles, counseling skills, and case management approaches to effectively serve older people. To ensure that current and future social workers are capable of effectively serving older people, community agencies should also consider establishing partnerships with local educational institutions involved in baccalaureate social work education.

Other issues which must be addressed to expand the overall the supply trained social workers include the need to stimulate the students' interests in gerontological social work through increased classroom content in gerontology. This project demonstrated the value of expanded faculty interest and curriculum exposure in aging. A further benefit of this project included the opportunity for faculty from various institutions to exchange ideas and experiences regarding baccalaureate social work education in gerontology. Given the often small faculty size in baccalaureate programs there is the need to incorporate a support network to help sustain the interest of social work educators in gerontological education.

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ILLUSTRATION 1
A Statewide Faculty Development Program
For Undergraduate Social Work Educators In Eldercare

Task	Description	Scheduled Completion Date
1.	**Develop and pilot test an articulated model of field instruction for undergraduate social work programs in Texas.**	
1.1:	Convene organizational meeting of project work group composed of institutional and agency representations to review objectives, tasks and timelines for project activities.	February, 1992
1.2:	Announce initiation of STEP Program in Eldercare to all undergraduate social work programs in Texas in quarterly issue of SAGE Report published by Texas Consortium of Geriatric Education Centers (TCGEC).	December, 1991
1.3:	Obtain names of field coordinators during telephone communication with directors of all undergraduate social work programs in Texas.	February, 1992
1.4:	Generate comprehensive roster of instructors for field practica and sponsoring agencies involved with all undergraduate social work programs in Texas.	March, 1992
1.5:	Characterize through surveys the clientele, range of services provided and type of practicum offered by each community-based agency serving as a field instruction site.	April, 1992
1.6:	Classify field site agencies according to whether offering an apprenticeship, academic or articulated approach to experiential learning for undergraduate social work students.	April, 1992
1.7:	Gather list of learning objectives, instructional actions, and performance evaluation tools from field instructors of programs with undergraduate practica within community agency settings serving most at-risk older clients of losing their independence.	May, 1992

1.8:	Cluster learning objectives and associated instructional activities provided by field coordinators with model learning objectives and activities devised as part of the Undergraduate Social Work Education in Gerontology Series that together comprise an eldercare curriculum component.	May, 1992
1.9:	Finalize learning objectives and associated instructional activities to serve as the basis for a model articulated approach to experiential learning in a community-based agency serving at-risk older clients.	June, 1992
1.10:	Arrange visits to three field sites affiliated with Texas Southern University, University of Texas-Pan American, and the University of Texas-Austin offering apprenticeship, academic and articulated practica for social work students.	September, 1992
1.11:	Assess ability of current affiliated sites to introduce articulated field practicum model in gerontology for undergraduate social work students to community-based agency setting.	August, 1992
1.12:	Select one affiliated site per undergraduate program to participate in pilot testing the model field practicum in gerontology emphasizing care of at-risk elderly individuals.	April, 1992
1.13:	Convene meetings of university faculty, community agency representatives, field coordinators and practicum instructors to finalize arrangements to pilot test the model articulated field practicum.	May, 1992
1.14:	Assign undergraduate social work students from Texas Southern University, University of Texas-Pan American, and the University of Texas-Austin to the	September-1992- May 1993

	three pilot test sites beginning in 1992 Fall semester.	
1.15:	Convene meeting of university faculty, community agency representatives and field coordinators to review student and field instructor feedback regarding appropriateness, effectiveness and quality of the completed learning experience.	March, 1993
1.16:	Expand use of model articulated field practicum in gerontology to include three additional community sites per academic institution involved in the project.	May, 1993
1.17:	Assign undergraduate social work students from Texas Southern University, University of Texas-Pan American, and University of Texas-Austin to each of the three community-based sites beginning with 1992 Fall semester.	August, 1993
1.18:	Review exit evaluations of student performance to ascertain extent to which learning objectives were attained by each of the model articulated field sites in gerontology.	May, 1993
1.19:	Select three additional community-based agencies serving at-risk older clients to participate in the STEP Program designed to restructure existing field practicums for undergraduate social work students.	August, 1993
2.	**Advance the gerontologic knowledge and skills of field instructors in community agencies offering field practica for undergraduate social work programs in Texas.**	
2.1:	Draft survey instrument for use in determining the extent of educational preparation of field instructors used by undergraduate social work programs in Texas, and their perceived need for continued education in gerontology.	February, 1992

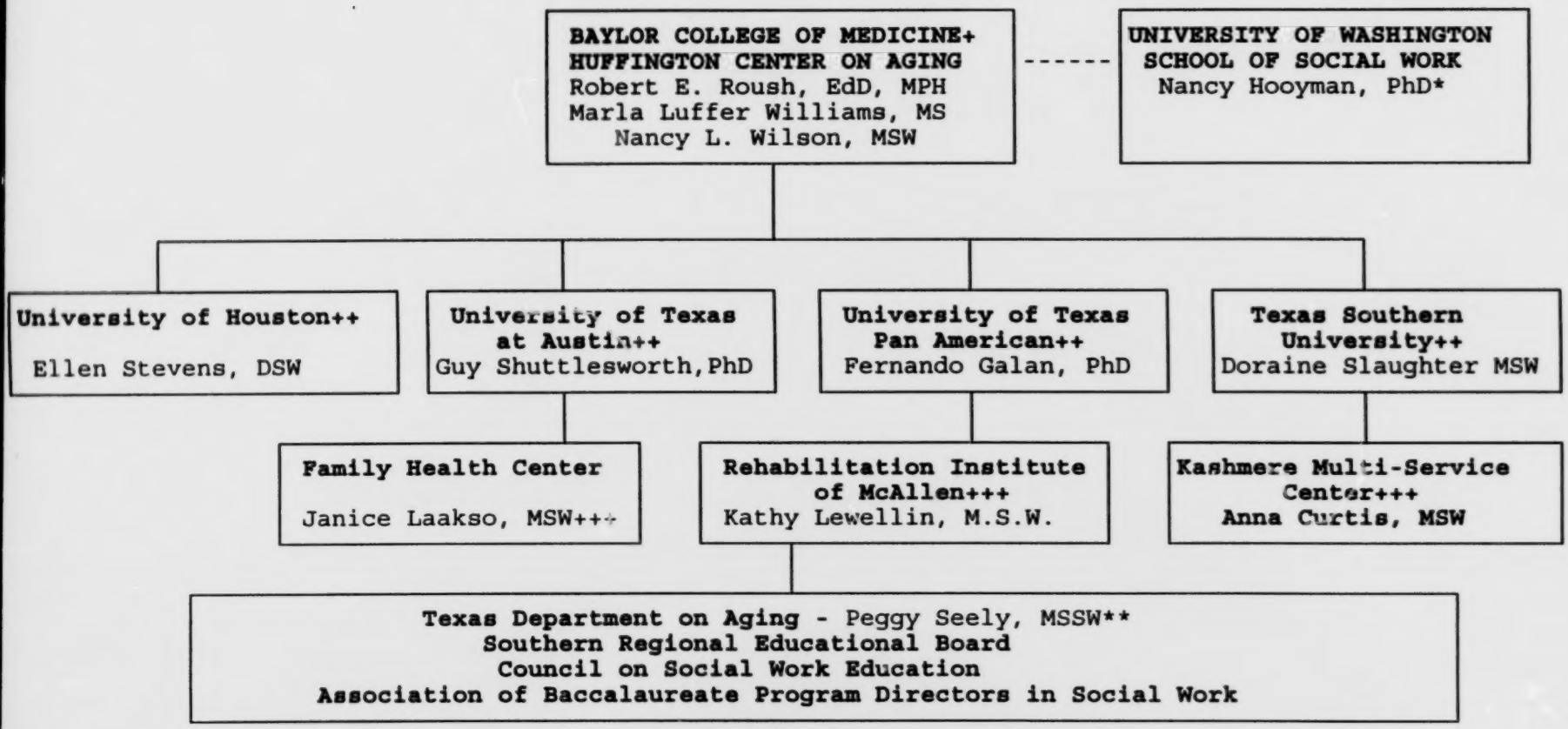
2.2:	Finalize survey instruments following review by institutional representatives serving on Project Work Group.	March, 1992
2.3:	Circulate issue of quarterly SAGE Report published by the TCGEC announcing STEP Program in Eldercare for Social Work to all field practicum instructors.	January, 1992
2.4:	Distribute survey of perceived needs for continuing professional development in gerontology focusing on Eldercare to field practicum instructors in Texas' BSW programs.	March, 1992
2.5:	Communicate in writing with each field coordinator and field practicum instructor regarding the options for continuing education in gerontology and human performance offered by the University of Houston Graduate School of Social Work and the TCGEC Professional Development Institute in Aging.	May, 1992
2.6:	Identify thirty field site instructors affiliated with targeted undergraduate social work programs to participate as enrollees in 1991-1992 TCGEC Professional Development Program in Aging.	June, 1992
2.7:	Enroll three field coordinators and three field instructors selected to be involved in pilot test of model articulated practicum in gerontology as students in Certificate Program in Human Performance and Gerontology offered by the University of Houston Graduate School of Social Work.	September 1992
2.8:	Initiate structured learning programs in gerontology sponsored by UH Graduate School of Social Work and TCGEC for appointed field instructors.	May, 1992

2.9:	Measure current knowledge, skills and attitudes of field instructors regarding case management and social work practice with the elderly, with particular emphasis on at-risk older populations.	April, 1992
2.10:	Involve field coordinators and instructors participating in pilot test in the design of the model articulated field practicum in gerontology focusing on high risk older clients residing in the community.	May, 1992 - August, 1992
2.11:	Initiate consultive technical support through UH Graduate School of Social Work for field coordinators and field instructors during the introduction of student learning activities within participating community-based service agencies.	September, 1992 - May, 1993
2.12:	Provide instructional resources and reference materials supportive of the continuing professional education needs of targeted field coordinates and field instructors through the TCGEC.	May - August, 1993
2.13:	Select additional field coordinators and field instructors with three new undergraduate social work programs to participate in 1992-1993 professional development programs sponsored by UH Graduate School of Social Work and TCGEC.	May - August, 1993
2.14:	Repeat tasks 2.7 - 2.12 as they relate to the involvement of the second wave of university and community agency personnel in the STEP Program in Eldercare for Social Workers.	

3.	**Disseminate findings of the STEP Program in Eldercare for Social Workers to 403 undergraduate programs nationwide with emphasis on 25 programs in historical black colleges and universities served by Southern Regional Education Board.**	
3.1:	Inform leadership of National Association of Social Workers and Council on Social Work Education of STEP Program in Eldercare for Social Workers funded by the Administration on Aging.	December, 1991
3.2:	Seek input of NASW and CSWE leadership during developmental phase and model articulated field practicum development through the UH Graduate School of Social Work.	February - May, 1992
3.3:	Provide quarterly reports of project activities to NASW and CSWE leadership throughout duration of project using TCGEC newsletter SAGE Report.	December, 1991
3.4:	Convene meeting of Area Agency on Aging representatives for Edinburgh, Austin and Houston, Texas to discuss service needs of at risk elderly individuals and identify community agencies serving older clients to serve as potential field sites for targeted undergraduate social work programs.	February-May, 1992
3.5:	In collaboration with the TCGEC, devise continuing education program for Area Agency on Aging personnel addressing improved care for older Texans, especially the frail, poor and minority elderly at greatest risk of losing their independence.	March-June, 1992
3.6:	Present scope of work for STEP Program before 1992 annual meeting of Southern Regional Education Board.	March-June, 1992
3.7:	Present continuing education programs for Area Agency on Aging personnel speaking to the objectives of the National Eldercare Program.	March-June, 1992

3.10:	Present results of STEP Program during annual meetings of National Association of Social Work, Council on Social Work Education, and Association for Baccalaureate Program Directors in Social Work.	September-Jan., 1993
3.11:	Distribute final report of project to graduate and undergraduate social work programs nationwide.	May - December, 1993

ILLUSTRATION 2
ORGANIZATIONAL CHART



\+ Focus for receipt and disbusement of funds
++ Participating Social Work Program
+++ Model Field Site Agency
* Consultant Member
** Dissemination Facilitators

ADMINISTRATION ON AGING
UNDERGRADUATE SOCIAL WORK GRANT
ROSTER

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AGENDA

Administration on Aging Project Advisory Committee Meeting
Tuesday, February 18, 1992 10:00 A.M. - 2:00 P.M.
Room S113, Baylor College of Medicine

I. **WELCOME AND INTRODUCTIONS** --Robert Roush, Ed.D., M.P.H.

II. **INSTITUTIONAL PROGRAM DESCRIPTIONS** --Co-Project Directors

III. **OVERVIEW OF GRANT PROJECT/ROLES AND RESPONSIBILITIES** --Nancy Wilson, M.S.W

IV. **STRATEGIES AND RESOURCES FOR MODEL PROJECT DEVELOPMENT** --Advisory Committee

V. **REVIEW OF PROJECT SURVEYS** --Marla Williams, M.S., Robert Roush, Ed.D., M.P.H.

VI. **CRITERIA FOR SELECTION OF MODEL FIELD SITES** --Advisory Committee

VII. **FIELD INSTRUCTOR PROFESSIONAL DEVELOPMENT** --Ellen Stevens, D.S.W., Robert Roush, Ed.D., M.P.H.

VIII. **PROJECT TIMELINE AND NEXT STEPS** --Nancy Wilson, M.S.W.

IX. **PROJECT EVALUATION** --Carl Fasser, PA-C

X. **NEXT MEETING DATE**

MEMORANDUM

Date: March 10, 1992

To: **Advisory Committee, AOA Grant "Statewide Faculty Development Program for Undergraduate Social Work Educators in Eldercare"**

From: Robert E. Roush, Ed.D., M.P.H., Principal Investigator
Nancy L. Wilson, M.S.W., Co-Principal Investigator

Subj: Minutes of Meeting held February 18, 1992
10:00 - 2:00 PM Room S113, Baylor College of Medicine

Those in attendance were Dr. Guy Shuttlesworth, UT-Austin; Dr. Fernando Galan, UT-Pan American; Ms. Doraine Slaughter, TSU; Ms. Peggy Seely, TDoA; and project staff, Dr. Robert Roush, Ms. Nancy Wilson, Ms. Marla Williams, and Mr. Carl Fasser.

I. **WELCOME AND INTRODUCTIONS** --Robert Roush, Ed.D., M.P.H.

Dr. Roush opened the meeting by welcoming everyone to Baylor College of Medicine and asking each person to introduce themselves.

II. **INSTITUTIONAL PROGRAM DESCRIPTIONS** -- Co-Project Directors

Drs. Galan and Shuttlesworth and Ms. Slaughter each described the Baccalaureate Social Work Program at their institution. (See attached summary.) In addition to the summary information the following school highlights were offered:

UT-Pan American: (UTPA) The Social Work Program becomes a full department in September 1992 and a formal admissions procedure will be instituted. UTPA has an open admissions policy, several students are "first generation" college students and most are employed. UTPA currently has a cooperative MSW program with UT-Arlington, a faculty and student exchange program with Montery and other schools in Mexico, and is submitting a proposal for their own MSW program.

UT-Austin: Faculty teach across all programs: BSW, MSW, and Ph.D. A new master's program includes a first year generic curriculum and concentrations in Aging and Health; Administration/Planning; Children/Family; and Mental Health. Dr. Shuttlesworth teaches the elective "Issues in Aging" at the Four Seasons Nursing Home in Austin. Student interest in BSW and MSW programs is high. The MSW program is capped in size and the BSW may be in the future.

TSU University: (TSU) TSU has recently completed a accreditation site visit and is expanding staff. Student interest in social work is growing.

University of Houston Graduate School of Social Work: As part of a new MSW curriculum the school is instituting concentrations in Gerontology, Health, Mental Health, Children/Family, and Political Social Work.

III. OVERVIEW OF GRANT PROJECT ROLES/AND RESPONSIBILITIES --Nancy Wilson, M.S.W.

Nancy Wilson presented a brief summary of the grant project explaining its goals, objectives, and expected outcomes. In short, the goal of the project is to develop a model field site placement program for undergraduate social work students to obtain the knowledge and skills needed to work effectively with older persons, particularly those residing in the community who are most at risk of losing their independence. In order to accomplish the above stated goal, each of the three undergraduate programs will select three field sites -- one experimental site and two control sites -- affiliated with their institution. The experimental site will be selected on the basis of the survey results and designated criteria; one control site will be an agency that is similar to the experimental site; and the second control site will be one that serves only a small number of people over the age of 60.

IV. STRATEGIES AND RESOURCES FOR MODEL PROJECT DEVELOPMENT -- Advisory Committee

Many of the strategies and resources to be used in this project for the creation of model field sites will be developed with the help of our expert project consultants, Dr. Ellen Stevens of UHGSSW, Dr. Nancy Hooyman, Dean, School of Social Work, University of Washington, and Peggy Seely, TDoA. Also, many of the strategies and resources will be taken from the Virginia Commonwealth University Undergraduate Social Work Education and Gerontology Series. The series covers such issues as the learning objectives for field practica, rationale for field practica in aged-related settings, and special issues in relation to practica in aging. All participants are encouraged to identify materials relevant to field training of social workers in gerontology. The "design" of the model field site program will consist of identifying learning objectives for essential attitudes, knowledge, and skills and then selecting appropriate experiential activities for students to have within a site. Resource materials (print and audiovisual) will be identified to supplement existing field site resources. The importance of consistently implementing a model in the three sites was noted.

V. REVIEW OF PROJECT SURVEYS --Marla Williams, M.S.

Project staff developed two surveys to gather data from field sites and field instructors. The first survey entitled "Field Placement Site Survey" will be used to compile information on all the affiliated sites serving clients age 50+. Committee members were asked to critique the survey and make suggestions for revisions. Also, Marla asked the committee if they thought it was realistic for their department staff/faculty to complete these surveys. The co-project directors all agreed that this was not a feasible task therefore project staff will mail the surveys directly to the sites using lists provided by the institutions. Project staff will draft a

cover letter for this mailing and have it co-signed by each institution. The second survey was developed to compile information on field site instructors that serve clients 50+. This survey will be mailed with the other one to the sites that are identified by each institution. The data compiled from both surveys will be used in the field site selection in conjunction with the criteria which will be discussed in the following section of these minutes. The committee also suggested that potential field sites (not currently affiliated) be identified and surveyed.

VI. CRITERIA FOR SELECTION OF MODEL FIELD SITES --Advisory Committee

After much committee discussion, it was agreed that the criteria for selection of model field sites (control sites) will include the following: (1) settings with at least 25% of clients served in the 60+ age group; (2) settings/instructors with strong social work role for at least one year; (3) settings that serve community-dwelling clients; (4) settings that serve at-risk or frail older people as indicated by old-old (80+), income level of clients, or service mix of agency; (5) settings which would provide opportunity for students to "practice" assessment interview and problem-solving skills such as care planning or referral; and (6) settings with opportunities for students to observe or interact with professionals of other disciplines. Dr. Galan noted the new CSWE guideline requiring MSW degrees for supervisors. It appears unclear if this would take effect soon or without exception. Faculty attending CSWE are asked to seek clarification.

VII. FIELD INSTRUCTOR PROFESSIONAL DEVELOPMENT -- Ellen Stevens, D.S.W., Robert Roush, Ed.D., M.P.H.

In order to truly develop a model field site in gerontology for an undergraduate social work student, the field site instructor must have adequate training and resources. The following is an outline of some of the training programs and materials that will be used in the Geriatric/Gerontology Professional Development of these instructors: (1) opportunity to attend the two-day Geriatrics/Gerontology Professional Development Institute in October 1992 at no cost; (2) opportunity to earn a certificate in gerontology through the UHGSSW Continuing Education Program; (3) attend a meeting in Houston in May 1992 with Dr. Nancy Hooyman, Dean, School of Social Work, University of Washington and participate in half-day training seminar presented by local expert consultants; (4) receive on-site visits and trainings from expert consultants during field experience; and (5) receive a complimentary copy of the TCGEC Learning Module in Geriatrics. The survey information about field instructor needs and interests will be used to design training activities.

VIII. PROJECT TIMELINE AND NEXT STEPS --Nancy Wilson, M.S.W.

Nancy reviewed a proposed project timeline which we will attempt to follow as closely as possible (see attached). The immediate next step is for co-project directors to send Marla a list of the field sites that are to receive a copy of the surveys so that the two surveys can be mailed as soon as possible.

IX. PROJECT EVALUATION --Carl Fasser, PA-C

The approach to project evaluation is designed to: (1) characterize the clientele, range of services provided, and type of practicums offered by each community-based agency serving as a field placement site; (2) understand the preparation, role responsibilities, and perceived

educational needs of field instructors; (3) identify community-based agencies and field instructors to participate in the model field practicum; (4) select case controls to discern the effectiveness of the model field practicums; and (5) measure student competence involving elderly clients using written case simulations. Each of these dimensions is further elaborated below.

(1) Characterize Community-Based Agency. A survey instrument developed by project staff and finalized following Advisory Committee review will be distributed to each field site used by each of the institutions participating int he project. Data obtained will be used to identify and characterize locations to serve as experimental and case control sites.

(2) Field Instructor Characteristics. The finalized field instructor survey data will be used to identify and contrast the qualities of field instructors participating in the model project.

(3) Identify Agencies and Field Instructors for Project. This will be accomplished using the results of the two surveys mentioned above.

(4) Experimental and Case Control Sites. A case control study design will be used to test the hypothesis that baccalaureate-level social work students completing model field site experiences are better able to manage problems presented in written simulated case vignettes involving older clients. Each participating institution will nominate three sites, following review of survey data, to serve as experimental and case control sites. The experimental and case control site A will be matched in terms of percent clients over age 60 years, extent of services provided by site, and degree of documented student involvement in service planning and delivery process. Case control sites A and B will be matched only by extent of services provided by site and degree of student involvement.

(5) Simulated Case Vignettes. A series of the matched written case simulations identical along all parameters except age will be developed to ascertain the student's ability to recognize client problems and strengths, identify needed additional information, generate psychological assessments, develop care plans, and advocate on behalf of the client. These vignettes will be completed by all social work students assigned to the experimental and case control sites throughout the duration of the project. Also, prior to student placement, co-project directors will conduct focus groups with students recently completing field placements at selected sites.

X. NEXT MEETING DATE --Advisory Committee

The committee decided to hold the next meeting with Dr. Nancy Hooyman from University of Washington in late May 1992 at Baylor College of Medicine. The participating field instructors will also attend this meeting. Depending on Dr. Hooyman's availability, the meeting will be scheduled for one of the following dates: May 19, 20, 21, 27, or 28. The committee will be notified once the date has been set.

TASK	PERSON(S)	TIMING
Forward a list of affiliated field sites serving persons 50+ including field instructor, mailing address, telephone number	Three Co-Project Directors	No later than February 28, 1992
Forward a list of potential field sites serving adults 50+	Peggy Seely, Co-Project Directors	No later than March 4, 1992
Obtain and circulate information on AAAs and OPTIONS case management programs (potential sites)	Project Staff	No later than March 10, 1992
Develop draft letter to accompany surveys sent to field instructors and field sites (current and potential)	Project Staff	No later than March 3, 1992
Identify instructional resources relevant to model field sites	Ellen Stevens, UH	April/May1992
Finalize date for May meeting after consulting with Dr. Hooyman	Project Staff	March 15, 1992
Clarify CSWE policy for field instructor credentials	Co-Project Directors attending CSWE meeting	CSWE meeting
Distribute and collect surveys	Project staff with help from Co-Project Directors	Distribute by 3/9/92 Collect by 4/3/92

AGENDA

Administration on Aging Project Advisory Committee Meeting
Tuesday, May 19, 1992 9:30 A.M. - 3:30 P.M.
Baylor College of Medicine, Room S108

9:30 - 9:40 am	**WELCOME AND INTRODUCTIONS** --Robert Roush, Ed.D., M.P.H.
9:40 - 11:30 am	**IDENTIFICATION OF KEY EXPERIENCES FOR MODEL FIELD SITES** --Nancy Wilson, M.S.W.
11:30 - 11:45 am	**BREAK**
11:45 - 12:45 pm	**LUNCH & PRESENTATION TITLE TO BE ANNOUNCED** --Nancy Hooyman, Ph.D.
12:45 - 1:00 pm	**BREAK**
1:00 - 1:45 pm	**"OVERVIEW OF WORKING WITH OLDER ADULTS IN THE COMMUNITY" & "PSYCHOSOCIAL INTERVENTIONS WITH AGING CLIENT SYSTEMS"** --Ellen Stevens, D.S.W.
1:45 - 2:30 pm	**"PHYSIOLOGIC CHANGES WITH AGING"** --George Taffet, M.D.
2:30 - 3:15 pm	**"ASSESSMENT OF DEPRESSION AND DEMENTIA"** --Susan Shekelle, M.S.W.
3:15 - 3:30 pm	**WRAP-UP** --Ellen Stevens, D.S.W.

Meeting Minutes

Administration on Aging Project Advisory Committee Meeting
Tuesday, May 19, 1992 9:30 AM - 3:30 PM

Dr. Robert Roush welcomed everyone and introductions followed (roster attached). The overall project is progressing as planned thanks to cooperation from the faculty and affiliated field sites of UT-Pan Am, UT-Austin and Texas Southern University.

Model Field Site Objectives: Nancy Wilson focused on the core of the project namely the proposed field work model to be implemented and evaluated in school year 1992-1993.

Each of the field sites provides a unique opportunity to expand student understanding and capabilities in gerontology. After the field site objectives and potential learning activities are finalized the TCGEC project staff will prepare a project resource manual and prepare for visits to each site.

The timeline for remaining project activities was discussed and is attached.

The draft of objectives and activities for the model field instruction experience was reviewed in detail. Some of the general suggestions were to:

1) Reduce the overall number of objectives by merging similar objectives especially 10-13.

2) Incorporate multicultural sensitivity and understanding

3) Strengthen the emphasis on eldercare as defined by the Administration on Aging.

4) Include an emphasis on the role of public policy, legislative aspects of programs/services.

5) Expand the attention to ethical dimensions of social work practice.

6) Be attentive to the difference in knowledge skills and practice skills.

7) Includes the opportunity to examine the role of the environment in influencing skills.

8) Consider utilizing tools or scales to examine attitudes of students at the outset and the end of placement.

The final draft of Field Site Objectives is attached.

Presentation by Nancy Hooyman, Ph.D.

Dean Hooyman distributed a comprehensive handout on Undergraduate Social Work Education in Eldercare. She highlighted approaches to developing and sustaining student interest in gerontology and focused on practice issues of particular significance to gerontological social work. She shared a sample video from a soon to be released video series designed to be a college level multidisciplinary, cross-cultural course on aging. The course goes with the text: Social Gerontology: A Multidisciplinary Perspective, Third Edition, by Nancy R. Hooyman and H. Asuman Kiyak.

Afternoon Sessions on Aging: Dr. Stevens organized and chaired three presentations presented by herself, Dr. George Taffet, BCM Geriatrician and Susan Shekelle, BCM Social Worker.

AGENDA

Administration on Aging Project Advisory Committee Luncheon Meeting
Friday, March 12, 1993 10:00 A.M. - 1:00 P.M.
Room S108, Baylor College of Medicine
Houston, Texas

10:00 - 10:10 am	**WELCOME AND INTRODUCTIONS** --Robert Roush, Ed.D., M.P.H.
10:10 - 10:30 am	**OVERVIEW OF PROJECT ACTIVITIES AND RESOURCES** --Nancy Wilson, M.S.W.
10:30 - 10:45 am	**REPORT FROM FIELD SITES** --Field Site Instructors
10:45 - 11:25 am	**RESOURCE MANUAL** --Ellen Stevens, D.S.W.
11:25 - 12:05 pm	**CASE VIGNETTES:** **a. Student Response** --Marla Williams, M.S. **b. Expert Panel Response** --Dorothy Massie, B.S.W. **c. Potential Instructional Uses** --Nancy Wilson, M.S.W.
12:05 - 12:20 pm	**BREAK**
12:20 - 12:45 pm	**PROJECT DISSEMINATION:** **a. Opportunities for Presentations** --Marla Williams, M.S. **b. Product Dissemination** --Robert Roush, Ed.D., M.P.H.
12:45 - 1:00 pm	**PROJECT TIMELINE AND NEXT STEPS** --Nancy Wilson, M.S.W.

Texas Consortium of Geriatric Education Centers

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Center for Studies in Aging
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The University of Texas Medical Branch at Galveston

Houston Academy of Medicine-Texas Medical Center Library

Huffington Center on Aging
Baylor College of Medicine

Texas A&M University System

Texas Southern University

University of Houston

University of Texas-Pan American

BAYLOR COLLEGE OF MEDICINE

March 22, 1993

To: AoA Project Advisory Committee

From: Nancy Wilson, Co-Principle Investigator
Marla Williams, Assistant to Director

Subj: AoA Social Work Project Resource Manual Evaluation

It was a great pleasure to see all of you again at our meeting in Houston last week. We are sincerely grateful for all your hard work and dedication. As promised, we are enclosing a copy of the evaluation instrument for the resource manual which we ask that you complete and return by **Friday, April 23, 1993.** The resource manual will not be finalized until we have evaluations back from the three field site instructors; the three faculty members; and the five students who were placed in the model field sites (if possible). We ask that the field site instructors please give a copy of the evaluation instrument to each of their students participating in the project and encourage them to complete it. Also, the participating faculty are encouraged to have other faculty members who have worked with or used the manual complete the evaluation. For example, Dr. Galan may wish to ask Hermila Anzaldua of the University of Texas - Pan American to provide us with her valuable opinion.

Also, when you return your evaluation instrument, please send a copy or reference to any material you specifically want included in the manual. For example, Janice Laakso recommended that we include one of Naomi Feil's videos as a resource; we need the name and reference information for this video.

Finally, we will send out the second set of cases for the students at the Family Health Center and Kashmere Multipurpose Center in mid-April. Those will need to be completed by the students before they graduate and returned to our office shortly thereafter.

Many thanks again to each of you for your expertise and input. We will be in touch shortly, but please feel free to call if you have any questions, (713) 798-6470.

SUMMARY DESCRIPTION OF THREE PARTICIPATING SOCIAL WORK PROGRAMS

	UT-Austin	UT-Pan American	TSU
# Students in Program	250 - 280	282	150
# Field Sites	200	55	14
# Faculty	30	5 full-time, 4 part-time	4
Student Body	76% White 11% Black 9% Hispanic 4% American Indian or Asian	90% Hispanic (Majority Mexican-American) 10% White	80% Black 10% Hispanic 10% White
Required Courses	Title / Hours / *Gero Content SEE ATTACHED SHEET	Title / Hours / *Gero Content Introduction to Social Work 3 Human Behavior in the Social Environment 6 Yes Social Welfare Policy 6 Social Welfare Research 6 Social Work Practice 9	Title / Hours / *Gero Content Introduction to Social Work Human Behavior in the Social Environment 6 Yes Social Work Policy Social Work Practicum
Specialty Gerontology Course(s) Available	2 electives Introduction to Gerontology Issues in Aging: Health & Social Services	1 elective Social Work Practice with the Aging Family	No
BSW Field Instruction Requirements	2 days/week 480 clock hours	2 days/week 480 clock hours	2 days/week 500 clock hours
Field Placement Schedule	concurrent Fall, Spring, Summer (Summer is least favorable time)	concurrent Fall, Spring Block is available, not typical	concurrent Fall, Spring
# Students placed in field each semester	88	25	30

BEST COPY AVAILABLE

FIELD PLACEMENT SITE SURVEY

Please complete the following survey for each of the field placement sites associated with your undergraduate social work program which serves people over 50 years of age.

1. What is the name of the field site? _____
_____

2. How would you describe this site?

Social service agency ____
Mental health agency ____
Hospice ____
Nursing home ____
Hospital ____
Advocacy and legal service agency ____
Home health care facility ____
Adult day care facility ____
Community or senior center ____
State/Federal agency ____
Other (specify)_____

3. What is the age-range of clients served?

1 - 49 ____
50 - 59 ____
All ages ____
60 - 64 ____
65 - 79 ____
80+ ____

4. What percentage of clients served at this site are age 60+? _____

5. Please indicate the racial or ethnic background of clients served at this site: (Check all that apply)

White _____
Black _____
Mexican-American _____
Mexican _____
Central-American _____
Asian _____
Other (please specify) _____

6. What percentage of the clients served at this site are at or below the poverty level?

0 ____
1 - 10% ____
10 - 25% ____
25 - 50% ____
50 - 75% ____
75 - 100% ____

7. What are the primary types of services the site offers? (Check all that apply)

Counseling ___
Day Care ___
Rehabilitation ___
Transportation ___
Health Care ___
Case Management ___
Information and Referral ___
Home Health: skilled care ___; personal care ___
Housing ___
Financial ___
Other (specify) _____

8. Under what auspices is this organization?

Public ___
Private - Non Profit ___
Private - For Profit ___

9. What are the agency's sources of funding? (All that apply)

Fees ___
Insurance ___
United Way ___
State or Federal ___
City or County ___
Other _____

10. What types of payment does the site accept?

Private ___
Medicare ___
None ___
Health Insurance ___
Medicaid ___

11. Does this agency receive Older American's Act funding?

Yes ___
No ___

12. How many of the following do you have at this setting? (Active at any one time)

Field Instructors _____
Social Workers _____
Social Work Students _____

13. What is the highest degree of the field supervisor(s) at this site? (For more than one instructor mark all that apply, i.e., "2" with Master's).

Bachelor's in Social Work ___
Master's in Social Work ___
Doctorate in Social Work ___
PhD ___
Other (specify) _____

14. Are there professionals of other disciplines serving older people in this setting? (Circle all that apply)

Medicine	YES	NO
Nursing	YES	NO
Psychology	YES	NO
Rehabilitation Therapies	YES	NO
Other _____		

15. List the three main experiences/responsibilities of the student at this site.

1. _____
_____
2. _____
_____
3. _____
_____

PROFILE OF FIELD SITES SURVEYED
(N=23 or 50% of all sites serving 50+)

Age Range of Clients

60 and Older:	83%
All ages:	17%

Type of Service Setting

Social Service Agency:	26%
Hospital:	13%
Nursing Home:	9%
Community Center:	9%
Mental Health Agency:	4%
Hospice:	4%
Adult Day Care:	4%
State/Federal Agency:	4%
Other:	26%

Agency Auspice

Private - Non-Profit	52%
Private - For Profit	26%
Public:	22%

Funding Sources

State or Federal Program:	87%
Fees:	61%
Private Insurance:	48%
City or County:	26%
United Way:	17%
Other:	22%

 # Of Field Instructors

1-2:	90%
4-5:	11%

Presence of At Least One Other Discipline: 69%

Primary Student Responsibilities(Sites reporting this as a major student Responsibility)

Case Management/Discharge Planning:	52%
Psychosocial Assessment:	52%
Information & Referral:	39%
Group work:	39%
Counseling (Individual/Family):	35%
Outreach/Education:	26%
Advocacy:	9%
Other:	22%

FIELD INSTRUCTOR SURVEY

Baylor College of Medicine, Houston, Texas

INTRODUCTION: This Survey has been designed to document the nature of educational experience and activity level in gerontology/geriatrics by health and social service professionals. The specific information you provide will be held in the strictest confidence. Information will only be released in aggregate form.

DIRECTIONS: Please read carefully through the following questions. Circle the number(s) associated with your answer(s) and enter the circled number(s) provided. Write any narrative responses or dates in the space(s) provided.

SECTION I: PERSONAL INFORMATION

1. Age: /_/_/

2. Gender: /_/_/

   01. Female
   02. Male

3. Race: /_/_/

   01. Caucasian
   02. Black
   03. Hispanic
   04. Asian
   05. Other (specify)_____

SECTION II: EDUCATIONAL PREPARATION

4. Highest academic degree earned : /_/_/

   01. Baccalaureate (BSW, BA, BS, BBA)
   02. Master's degree (MSW, MEd, MPH, MBA)
   03. Doctoral degree (DSW, PhD, MD, EdD)

5. Have you received any formal graduate training in gerontology? (see #6) /_/_/

   01. yes
   02. no

6. If your response to #5 was "YES" please circle all those that apply: /_/_/

   01. Course work
   02. Internship experience
   03. Fellowship training
   04. Other (specify) _____

7. Indicate the number of continuing professional development programs attended in the last four (4) years: /_/_/

01. None
02. One
03. Two
04. Three
05. Four
06. Five or More

8. What portion of these continuing professional development programs focused primarily on gerontology or gerontological social work? /_/_/

01. All of the programs
02. Some of the programs
03. None of the programs

9. List those factors contributing to your <u>developing</u> interests in gerontology, if applicable. /_/_/

01. _____
02. _____
03. _____
04. No current or developing interest

SECTION III: PROFESSIONAL ACTIVITIES

10. Indicate your professional discipline(s): /_/_/

01. Social Work
02. Public Administration
03. Health Education
04. Medical Sociology
05. Nursing
06. Public Health
07. Occupational Therapy
08. Physical Therapy
09. Pharmacy
10. Social Gerontology
11. Psychology
12. Other (specify)_____

11. Number of years (to the nearest full year) worked in the profession in which you were trained: /_/_/

12. Indicate your primary work/practice setting: /_/_/

01. Social service agency
02. Mental health agency
03. Hospice
04. Nursing home
05. Hospital
06. Home health care facility
07. Adult day care facility
08. Community or senior center
09. State/Federal agency
10. Advocacy and legal service programs
11. Other (specify)_____

13. Primary focus of employment activity: /_/_/

01. Executive Director
02. Associate Director
03. Supervisor
04. Coordinator
05. Clinician
06. Counselor
07. Caseworker or Case Manager
08. Other (specify)_____

14. Number of years in your current position: (Put '0' if less than one year.) /_/_/

15. What percentage of the clients seen by yourself or your agency in a typical week, are 60+? /_/_/

16. Have you had any of the following practice experiences? (Older adult is someone 60 or over) Circle all that apply.

01. Counseling an older adult
02. Counseling family members concerned about an older adult
03. Case management (assessment, care planning, follow-up) with older client
04. Working with a homebound older person
05. Working with a group of older adults
06. Arranging nursing home care
07. Providing social services in a nursing home
08. Providing information and referral services
09. Directing or supervising older workers or volunteers
10. Administration of aging services
11. Other (specify) _____

17. Please briefly describe your formal preparation and experience in gerontology/geriatrics

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

18. Needs/Interest Checklist: Please indicate your top six choices by placing numbers 1-6 (1 representing highest interest or need) beside the topics you feel will increase your fund of knowledge.

___ Physical Assessment of the Aged
___ Psychological Evaluation of the Aged
___ Functional Assessment of the Aged
___ Long-Term Care
___ Caregiving
___ Environment & Aging
___ Financial Entitlement
___ Community Resources
___ Care Management
___ Counseling
___ Cultural Issues
___ Legal
___ Sexuality
___ Ethical Concerns
___ Depression
___ Dementia
___ Incontinence
___ Diabetes
___ Cancer
___ Mobility, Gait Problems
___ Drug Use Among the Aged
___ Exercise and Aging
___ Health & Wellness
___ Rehab Issues
___ Other (please describe):

19. Please complete the following information so your name can be added to the Professional Development in Geriatrics mailing list:

UNIVERSITY PROGRAM _____

AGENCY NAME _____

LAST NAME _____ FIRST NAME _____ MI ____

ADDRESS _____

_____

CITY _____ STATE _____ ZIP CODE _____

WORK PHONE ( )_____

PROFILES OF 22 FIELD SITE INSTRUCTORS

Age of Field instructors

24-34:	10%
35-40:	19%
41-50:	48%
51-60:	24%

Gender of Field Instructors

Female:	86%
Male:	14%

Racial Background of Field Instructors

White:	64%
Black:	23%
Hispanic:	14%

Highest Academic Degree Earned

Bachelor's:	9%
Master's:	91%

Formal Graduate Training in Gerontology

Yes:	41%
No:	59%

Portion of Continuing Professional Development Programs in Gerontology

All:	9%
Some:	59%
None:	32%

Number of Continuing Professional Development Programs in Last 4 Years

Two:	5%
Three:	9%
Five+:	86%

Primary Work/Practice Setting

Social Service Agency:	36%
Mental Health Agency:	9%
Hospice:	5%
Nursing Home:	9%
Hospital:	9%
Community/Senior Center:	5%
Other:	27%

Primary Focus of Employment Activity

Executive Director:	9%
Supervisor:	18%
Coordinator:	9%
Counselor:	18%
Case Manager:	14%
Other:	32%

Number of Years Worked in Profession

0-5:	14%
6-9:	27%
10-14:	9%
15-19:	18%
20-24:	14%
25-29:	9%
30-34:	5%
35:	5%

Number of Years in Current Position

0-3:	63%
5-7:	21%
8-10:	11%
14:	5%

Choice Of Continuing Education Topics

1 Psychological Evaluation of the Aged
2 Counseling
3 Functional Assessment
4 Depression
5 Dementia
6 Financial Entitlement
7 Health and Wellness
8 Cultural Issues

Social Work Student Survey
Model Field Site

1. Name of Student: _____ 2. Age: _____

3. Academic Standing: _____ 4. Expected Graduation Date: _____

5. Have you completed any course work with gerontological (i.e. aging) content? Yes No

6. If your response to #5 was "YES" please circle the letter for all those topics that apply:

   A. Biology of Aging (physiological changes with age)
   B. Sensory Changes
   C. Health Promotion, Illness and Disability
   D. Age-Related Changes in Memory
   E. Personality and Adult Development in Late Life
   F. Mental Disorders in Late Life (Dementia, Depression, etc.)
   G. Love, Intimacy and Sexuality in Old Age
   H. Social Roles and Relationships
   I. Family and Intergenerational Relationships
   J. Health and Social Service Policies and Services for Older Adults
   K. Economic Status and Programs
   L. Serving Older Ethnic Minorities
   M. Housing and Environment
   N. Legal Issues: Guardianship, Living Wills
   O. Death, Dying and Bereavement
   P. Elder Abuse

7. Have you been exposed through classroom case examples, field, or volunteer experience to any of the following practice activities? Yes No

   Circle all that apply.

   A. Case Management with Older Client
   B. Counseling of an Older Adult
   C. In-Home Assessment of an Older Person
   D. Family Counseling on Aging-Related Issue(s)
   E. Group Work with Older People
   F. Referral to Community Resources for Older People
   G. Other Social Work Activity with Older People
      (specify) _____

8. Please describe your experience with any of the items circled in #7.

9. What courses are you taking this semester? (List all titles)

10. What are you hoping to learn from your field placement experience this fall?

Name of Field Site: _____

Schedule of Student Placement: Hours Per Week _____ Days of Week _____

Begin Mo. Day Yr. End Mo. Day Yr.

How will Student Activities at the site be documented?

_____

_____

_____

_____

Primary Student Responsibilities at the Site Are:

_____

_____

_____

_____

_____

_____

Topic of Presentation to Field Site Staff (By Visiting Faculty):

_____

PROFILE OF BSW STUDENTS IN MODEL FIELD SITES

	Family Health Center (UT-Austin)	Family Health Center (UT-Austin)	Family Health Center (UT-Austin)	Rehab. Institute of McAllen (UTPA)	Kashmere Multi-Service Center (TSU)
Age	21	23	39	46	30
Gender	Female	Female	Female	Female	Female
Academic Standing	Senior	Senior	Senior	Senior	Senior
Expected Graduation Date	7/93	5/93	5/93	12/92	5/93
Prior to Field, Completed Gerontology Course Work	NO	YES	YES	YES	NO
Prior to Field, Exposed to Practice Activities with Older Clients	YES	YES	YES	YES	NO
Hours Per Week in Field	20	16	16	16	16
Days Per Week in Field	3	2	3 (M,T,F)	3(T,W,Th)	2(T,Th)
Length of Field Placement	8.5 Months*	8.5 Months*	8.5 Months*	8.5 Months*	8.5 Months

*Students involved in AoA Social Work Project for 4.25 months.

Model Field Site Program Objectives & Activities

OBJECTIVE 1: Develop an awareness of attitudes, biases, and values concerning work with older people and an appreciation of emphasizing cohort differences and cultural diversity in values of attitudes.

a. Monitor media coverage about older people and aging issues and identify attitudes reflected in coverage.

b. Keep a "mini-journal" about interactions with older adults the student encounters and observations of the attitudes of others.

c. Write a brief story about a memorable older person: family, neighbor, etc.

d. Complete an Attitudes on Aging questionnaire and discuss personal attitudes, biases, and values with site supervisor.

e. Interview older people from different cultural backgrounds and obtain their views about societal attitudes toward aging.

f. Interview one or more community leaders about their views of older citizens and their needs.

OBJECTIVE 2: Display effective communication and interviewing skills for work with both well and disabled older people of different racial or ethnic backgrounds and adapt these skills to different environments.

a. Observe field setting social workers conducting interviews for specific purposes: intake, discharge planning, counselling, etc.

b. Role play an interview for a particular purpose.

c. Investigate strategies for how practitioners communicate with older adults who have hearing loss, speech problems.

d. Conduct interviews with older clients in different environments and/or for different purposes (home, hospital/intake, discharge).

OBJECTIVE 3: Develop knowledge and skills for biopsychosocial assessment in the context of problems, capacities and needs of older clients.

a. Review reports of assessments which evaluate the psychosocial and functional needs and capacities of older client.

b. Observe assessment interviews in different settings and discuss differences (home vs. hospital).

c. Conduct and write a psychosocial assessment of an older person or family.

d. Review and practice using one or more standard assessments of an older person.

OBJECTIVE 4: Display problem-solving skills concerning common needs of older people presented within the field setting including awareness of ethical considerations in practice and differing goals of clients and others.

a. Generate a "problem list" based on observing an interview and discuss with the responsible practitioner.

b. Observe intervention planning meetings within agency and "debrief" participants about the process.

c. Participate as a member of a staffing or care planning team.

d. Interview other clients about how their needs were met.

e. Identify different viewpoints of client, family, professionals and discuss ethical aspects of different problem definitions.

OBJECTIVE 5: Develop relevant care plans to meet short and/or long-term needs of older people and their families.

a. Develop a written care plan based on an observed interview.

b. Write an intervention plan for a client/family and work with client through implementation documenting barriers and outcomes where possible.

c. Review agency records of client intervention plans and discuss alternative techniques with supervisor.

d. Interview famiy members and record by audiotpe or notes to receive feedback.

e. Participate as a member of care planning team.

OBJECTIVE 6: Indicate understanding of the contributions of other people to meeting the needs of older people.

a. Interview and/or observe professionals of other disciplines about their role in serving older people (within and outside of agency.)

b. Review written reports of assessments or intervention efforts of another discipline.

c. Prepare a written or verbal report on the work of a professional (other than a social worker).

OBJECTIVE 7: Develop understanding of the physical changes associated with aging, the effect of disease and individual and family adaptation to these changes.

a. View videotapes on chronic illness encountered in field agency.

b. Interview clients and families regarding issues related to illness and their response to disability.

OBJECTIVE 8: Display understanding of field setting, including: its organization and mission; role in meeting the needs of one or more groups of older people; and its relationship to other service agencies.

a. Interview the agency or program director about the history/work of the agency.

b. Attend/participate in a meeting of a relevant agency committee, board of directors or staff work group.

c. Attend a meeting of other community agencies where field site is represented or involved in some way.

OBJECTIVE 9: Demonstrate ability to identify and collaborate with community resources and personnel involved in older clients and awareness of gaps in community serving services. Develop a basic knowledge of governmental policy and financing of services for older people.

a. Visit and learn about the services of major providers of aging services including entitlement programs such as Medicare.

b. Prepare a written or verbal report on the services of one or more providers.

c. "Research" the local services and eligibility guidelines for one problem area such as respite care, transportation, etc.

d. Accompany an older client to another agency to help him/her apply for service.

e. Keep a log of unmet client needs or service gaps encountered as you observe practice or implement care plans.

f. Interview field instructor and other agency personnel about common service gaps.

g. Attend a local public hearing or other professional meeting concerning services for the elderly.

h. Interview a local community advocate.

OBJECTIVE 10: Become familiar with concepts of "elder care" including strategies for maximizing independence, supporting family care and utilizing community services creatively.

a. Interview and/or observe staff of local case management programs for older people.

b. Learn about programs of corporate Elder Care and the local Area Agency on Aging through involved staff.

MODEL FIELD SITES AND CRITERIA FOR SELECTION

The settings selected as model field site for gerontological social work instruction satisfied most of the following criteria:

- at least 25% of clients routinely served were in the 60+ age group
- setting serving community-based clients including some "at-risk" older people as indicated by chronological age (80+), income level, or service mix of agency
- presence of a strong social work role in the setting
- field instructor employed at the agency for at least one year
- opportunity for students to "practice" assessment interview and problem-solving skills such as care planning or referral
- settings with opportunities for students to observe or interact with professionals of other disciplines

	Family Health Center	Rehabilitation Institute of Texas	Kashmere Multi-Service Center
Percentage of Clients over age 60:	20%	89%	20%
% of Clients at or below poverty:	25%-50%	50%-75%	75%-100%
Primary Services:	*Information & Referral	*Psychosocial Assessment	*Information & Referral
	*Counseling	*Discharge Planning	*Case Management
	*Case Management		*Counseling
	*Psychosocial	*Rehabilitation	*Crisis Intervention

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PRIMARY SERVICES AND CLIENT DESCRIPTION AT SELECTED FIELD SITES

	Experimental Sites			Match Control Sites			Control Sites II		
	Family Health Center	Rehabilitation Institute of McAllen	Kashmere Multi-Service Center	Texas Dept. of Criminal Justice	Charter Palms Hospital	Southeast Kidney Center	AIDS Services of Austin	Lutheran Social Services of Texas	SHAPE Community Center
Day Care			✓						✓
Transportation							✓		
Health Care	✓		✓	✓		✓	✓		✓
Case Management	✓		✓	✓		✓	✓		✓
Rehabilitation		✓		✓	✓				
Counseling	✓		✓	✓	✓	✓	✓	✓	✓
Information & Referral			✓	✓	✓	✓	✓	✓	✓
Home Health Care				✓					
Financial			✓				✓		✓
Percentage of clients over age 60*	20%	89%	20%	15%	30%	48%	1%	2%	5%
White	✓	✓	✓	✓	✓	✓	✓	✓	
Black	✓	✓	✓*	✓		✓	✓	✓	✓
Mexican American	✓	✓	✓	✓	✓	✓	✓	✓	
Mexican	✓	✓			✓	✓	✓	✓	
Central-American	✓	✓				✓	✓	✓	
Asian	✓	✓		✓		✓	✓	✓	
Native American				✓					

*This information describes the typical client group and not necessarily the clients served by the social work student.

STUDENT RESPONSIBILITIES AT SELECTED FIELD SITES

	Experimental Sites			Match Control Sites			Control Sites II		
	Family Health Center	Rehabilitation Institute of McAllen	Kashmere Multi Service Center	Texas Dept. of Criminal Justice	Charter Palms Hospital	Southeast Kidney Center	AIDS Services of Austin	Lutheran Social Services of Texas	SHAPE Community
Information & Referral	✓		✓	✓			✓	no response	✓
Counseling	✓			✓			✓	no response	✓
Interviewing			•			✓		no response	
Advocacy								no response	
Case Management	✓			✓			✓	no response	✓
Program Planning			✓					no response	
Crisis Intervention			✓					no response	
Group Therapy Facilitation				✓	✓			no response	
Psychosocial Assessment	✓	✓			✓	✓		no response	
Discharge Planning		✓						no response	
Interdisciplinary Team Work		✓			✓			no response	
Patient Education				✓				no response	
Community Resources Networking								no response	
Newsletter Production						✓		no response	
Application Process Assistance			✓					no response	

EXPERIMENTAL AND CONTROL SITES FOR AOA SOCIAL WORK PROJECT

	EXPERIMENTAL SITE	MATCH CONTROL SITE	CONTROL SITE II
UNIVERSITY OF TEXAS AT AUSTIN	Family Health Center (Medical Clinic)	Texas Department of Criminal Justice	AIDS Services of Austin (Social Service Agency)
UNIVERSITY OF TEXAS PAN AMERICAN	McAllen Medical Center Rehabilitation Institute (Acute Care Facility)	Charter Palms Hospital	Lutheran Social Service of Texas (Social Service Agency)
TEXAS SOUTHERN UNIVERSITY	Health & Human Services/Kashmere Multi-Service Center	Southeast Kidney Center (Treatment Facility for Chronically Ill Patients)	Shape Community Center

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SELECTED MODEL FIELD SITE INSTRUCTOR PROFILES

	FAMILY HEALTH CENTER	REHABILITATION INSTITUTE	KASHMERE MULTI-SERVICE CENTER
AGE	43	34	56
GENDER	Female	Female	Female
RACE	Caucasian	Caucasian	Afro-American
HIGHEST DEGREE	MSW	MSW	MSW
FORMAL GRADUATE TRAINING IN GERONTOLOGY	No	Yes	No
# CONTINUING EDUCATION PROGRAMS IN LAST 4 YEARS	5+	5+	2
PORTION OF CONTINUING EDUCATION IN GERONTOLOGY	Some	None	Some
PRIMARY WORK SETTING	Medical Clinic	Acute Care Facility for Rehabilitation	Multi-Service Center
PRIMARY FOCUS OF EMPLOYMENT	Case Worker	Case Manager	Executive Director
NUMBER YEARS IN CURRENT POSITION	3 Years	2 Years	8 Years
NUMBER YEARS WORKED IN PROFESSION	20 Years	9 Years	21 Years
EMPLOYMENT EXPERIENCE IN GERONTOLOGY	Current employment in geriatric assessment clinic	Medical social worker; social service specialist with TDH long-term care unit: discharge planner in acute care facility	Current employment

EDUCATIONAL RESOURCE MANUAL FOR BACCALAUREATE SOCIAL WORK FIELD INSTRUCTION IN GERONTOLOGY

A Product of the Project "A Statewide Faculty Development Program for Undergraduate Social Work Educators in Eldercare"

Sponsored by:

Texas Consortium of Geriatric Education Centers
at Baylor College of Medicine

Collaborating Institutions:
The University of Texas-Pan American Department of Social Work
The University of Texas-Austin School of Social Work
Texas Southern University Social Work Program
University of Houston Graduate School of Social Work

In Consultation with:
Texas Department on Aging

TABLE OF CONTENTS

I. Overview

II. Attitudes and Facts on Aging

III. Aging and Ethnicity

IV. Communication and Interviewing Skills

V. Assessments

VI. Health Concerns and Health Care

VII. Understanding Community Services

VIII. Linking Clients to Services

IX. Financial Issues

X. Legal and Ethical Issues

XI. Bibliographies and Audiovisual Guides

CASE VIGNETTES:

What Do You Think? Where Would You Start? How Would You Proceed?

STUDENT/TEACHER ENRICHMENT
PROGRAM IN ELDER CARE
BACCALAUREATE SOCIAL WORK
IN GERONTOLOGY

Participants:

Texas Consortium of Geriatric Education Centers
Texas Department on Aging
Texas Southern University Social Work Program
The University of Texas-Austin School of Social Work
The University of Texas-Pan American Department of Social Work
University of Houston Graduate School of Social Work

MODEL FIELD SITE PROGRAM - FACULTY SITE VISITS

September 1, 1992: Rehabilitation Institute of McAllen
Faculty Visitor: Guy Shuttlesworth, Ph.D.
Presentation to Field Site: "Issues in Working with the Disabled Elderly"

September 17, 1992: Kashmere Multi-Service Center
Faculty Visitor: Nancy L. Wilson, M.A.
Presentation to Field Site: "Elder Abuse and Neglect"

January 15, 1993: Family Health Center
Faculty Visitor: Ellen Stevens, D.S.W.
Presentation to Field Site: "Caring for Persons with Alzheimer's Disease"

EVALUATION FORM

"STATEWIDE FACULTY DEVELOPMENT PROGRAM FOR UNDERGRADUATE SOCIAL WORK EDUCATORS IN ELDERCARE"

May 19, 1992

For each question, circle the number that most closely approximates your evaluation of each statement using the **scale 1=Poor, 2=Fair, 3=Good, 4=Excellent, NA=not applicable**

CONTENT (Circle the number which indicates your level of agreement.)

	Poor	Fair	Good	Excellent
Presentation by Ellen Stevens, D.S.W.	1	2	3	4
Level of content	1	2	3	4
Organization of content promoted learning	1	2	3	4
My personal objectives were met	1	2	3	4

Comment/Suggestions:

	Poor	Fair	Good	Excellent
Presentation by George Taffet, M.D.	1	2	3	4
Level of content	1	2	3	4
Organization of content promoted learning	1	2	3	4
My personal objectives were met	1	2	3	4

Comment/Suggestions:

Presentation by Susan Shekelle, M.S.W.	1	2	3	4
Level of content	1	2	3	4
Organization of content promoted learning	1	2	3	4
My personal objectives were met	1	2	3	4

Comment/Suggestions:

What did you like **BEST** about the afternoon seminar?

What did you like **LEAST** about the afternoon seminar?

Overall, I would rate this experience as:___ Excellent
___ Good
___ Average
___ Fair
___ Poor

Topic suggestions for future field site instructor training?

Thank you for your comments.

RESOURCE MANUAL EVALUATION

PLEASE PLACE YOUR RESPONSES IN THE BLANK TO THE RIGHT OF EACH QUESTION USING THE SCALE LISTED BELOW.

Very Good=1 Good=2 Fair=3 Poor=4 Very Poor=5

		Content	Usefulness
1)	How would you rate the resource manual's content and usefulness for the following sections:		
	-ATTITUDES AND FACTS ON AGING	_____	_____
	-INTERVIEWING SKILLS	_____	_____
	-ASSESSMENTS	_____	_____
	-ELDERCARE SERVICES	_____	_____
	-UNDERSTANDING COMMUNITY SERVICES	_____	_____
	-LINKING CLIENTS TO SERVICES	_____	_____
	-FINANCIAL ISSUES	_____	_____
	-LEGAL AND ETHICAL ISSUES	_____	_____
	-BIBLIOGRAPHIES AND AUDIOVISUAL GUIDES	_____	_____

2) How would you rate the resource manual in terms of usefulness for practice with clients at your agency? _____

3) How would you rate the resource manual's effectiveness in providing resources to professionals who work with the frail elderly? _____

4) How would you rate the resource manual in terms of meeting its stated objectives? _____

5) How would you rate the additional resources (i.e. books, videos, etc.) in terms of their accessibility to your agency? _____

6) Are there any additional items related to gerontological social work that you think should be included in the resource manual?

Yes ____ No ____

If yes, what are they?

_____

_____

_____

7) Do you think the resource manual could be improved in terms of its content?

Yes ____ No ____

If yes, how?

_____

_____

_____

8) Do you think that the resource manual could be improved in terms of its format?

Yes ____ No ____

If yes, how?

_____

_____

_____

9) How much have you been able to actually use the resource manual?

____ a great deal ____ somewhat ____ not much ____ not at all

Please use the space below to add additional comments about your use of the manual.

_____

_____

_____

Please list any additional comments in the space below.

_____

_____

_____

_____

Which of the following best describes your current role:
(Please check one)

_____ Field Site Instructor

_____ Faculty

_____ Student

Please return to:

Marla Williams
Baylor College of Medicine
One Baylor Plaza, M320
Houston, TX 77030
FAX: (713) 798-6688

May 12, 1993

To: Doraine Slaughter, TSU

From: Nancy Wilson & Marla Williams

Subj: Preparation for AOASW Final Report to AOA

Hello Doraine. In preparing the required AOA final report, we are interested on your feedback on the following two questions. Please fax back by May 28 at (713) 798-6688. Call Marla at (713) 798-6470 with any questions. Thanks!

Were or are there any activities undertaken within your school to impact the BSW program with more aging content (e.g. was aging content added to any course, etc.)?

_____

_____

_____

_____

_____

What are some of the benefits that you believe may have resulted (at your institution and beyond) from the project for the following categories: You may print your answers if this saves you time and use additional paper if necessary.

1. Classroom instruction_____

_____

_____

_____

2. Field instruction_____

_____

_____

_____

3. **Faculty development**_____

_____

_____

_____

4. **Community**_____

_____

_____

_____

SERVICES and ACTIVITIES in GERIATRIC EDUCATION

SAGE REPORT

VOLUME 7
NUMBER 2

WINTER 1992

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A Publication of the Texas Consortium of Geriatric Education Centers

TCGEC ACTIVITIES:

The TCGEC was recently awarded a new grant from the Administration on Aging as a part of Commissioner Berry's Eldercare Campaign. The 17-month project is a statewide faculty development program for baccalaureate social work programs in Texas to increase the number of field placement sites in which undergraduate social work students can obtain the knowledge and skills needed to work effectively with older persons, particularly those residing in the community who are most at risk of losing their independence. **The schools of social work participating in the project are Texas Southern University, University of Texas-Pan American, University of Texas at Austin, and University of Houston.** The project commences January 1, 1992.

The **Update in Aging Series**, sponsored by the UTHSC-H Center on Aging, BCM's HCoA, and the TCGEC, offers noon lectures to TMC professionals and students once each month. The topic and date for the January 1992 update is in the planning stages; topics for **February 11** and **March 10, 1992** are "**AIDS and the Elderly**" and "**Sleeping Disorders in the Elderly.**" The programs will be held at the University of Texas Medical School. Contact HCoA at (713) 798-5804 for information.

Fifth Annual Research Symposium on Aging presents "**Aging in the Cardiovascular System.**" February 14, 1992, sponsored by BCM's HCoA, TCGEC, and DeBakey Heart Center Program in Cardiovascular Sciences. Call HCoA to register at (713) 798-5805.

American Medical Directors' Association training, co-sponsored with the TCGEC will be held in Houston on April 2-4, 1992. This three-part series will continue on June 11-13, and September 17-19, 1992. Call (713) 798-6470 for additional information.

Call *SAGE Report* editor, Marla Luffer-Williams, at TCGEC Headquarters for more details, (713) 798-6470.

TRAINING HEALTH PROFESSIONALS TO HELP FAMILIES MAKE IMPORTANT CARE DECISIONS

In recent months I have been reminded of something wise Charles M. Gaitz, M.D., Clinical Associate Professor, Department of Psychiatry, Baylor College of Medicine, once said to me: "Health care professionals and family members of older people have many things in common regarding their concerns and relationships around the care of older people." He further explained many things I have often seen through my experiences in gerontological practice. Caregiving families and professional caregivers may encounter several dilemmas in their attempts to help older people cope with physical, mental, and emotional changes: they may need to rely on other people, including one another; they may benefit from other caregiving situations they've been involved in; and they must recognize that they have the frailties and limitations associated with the human condition.

Clearly, family members and health professionals are part of a vital partnership in the successful care of older people. Just as family members must be prepared to confront a host of practical dilemmas, health professionals must be trained to assist older people and family members in holding important conversations and in making critical decisions related to key events or transitions. At the recent TCGEC conference, "Alzheimer's Disease, Pathways to Discovery: Insights, Ethics, Research," the challenges associated with dementing disorders and other disabilities which produce changes in the lives of older people and their families were raised. The keynote speaker, Steven Miles, M.D., Associate Professor of Medicine, University of Minnesota, eloquently emphasized the importance of professionals understanding and working with the stories of older people and caregiving families.

If health professionals are to be effective partners in the caregiving process, they must be trained to bring to the caregiving situation their understanding of the disease process, age-related changes, and benefits and consequences of potential medical treatments or social plans. Family members and older people bring their life stories and values to a dialogue and they expect professionals to bring suggestions based on their knowledge and experience with key decisions. Based on my experience, the following is a list of what, I believe to be, are the most important areas of older people's lives about which we must train health professionals to facilitate conversations between older persons and their family members:
(1) discussions about the older person giving up the car keys; (2) discussions centering around the safety of an older person continuing to live alone;
(3) discussions about relocation, especially when this involves a geographic move on the part of the older person; (4) considerations of nursing home care;
(5) decisions concerning various "life and death" medical treatments, i.e., CPR, surgery, and feeding tubes; (6) introducing home-based services; (7) dealing with an older person's rejection of help from family or others; (8) addressing the needs and limits of family caregivers; and (9) helping an older person who is depressed.

Continued on page 4

Oklahoma GEC continued:
the Library of the OU Health Sciences Center in Tulsa on the 18th. For more information call Cheryl Barr at (405)271-8558.

OREGON GEC held its 1991 Faculty Development Program, "Essentials of Aging for Health Care Educators" on June 24-28; and "Common Problems Series" on August 5-9. Thirty enrollees representing nine disciplines, and nine rural and four metropolitan areas attended these first two parts of the three-part program. The third part of the program is a self-selected independent project to educate students and/or providers in gerontology and geriatrics.

On September 20th, the Oregon GEC held a "Reunion" at the request of the 1990 Faculty Development Program enrollees, who gathered to share the results of their independent projects.

For information on these proceedings, contact Maggie Donius, RN, MN, at (503)721-7821.

PACIFIC ISLANDS GEC has a new FAX number: (808)528-1897. The old number is now a regular phone line so please be sure and use this new number when faxing documents.

TEXAS CONSORTIUM OF GECS sponsored its annual Professional Development Program entitled, "Addressing Health Care Issues of Older People" on September 25 and will do so again on October 2 - 4 at the Houston Marriott Astrodome Hotel. For more details call Marla Luffer-Williams at (713)798-6470.

The TCGEC submitted a grant application to the Administration on Aging in August proposing a statewide faculty development program for baccalaureate social work programs in Texas to increase the number of social workers that have the knowledge and skills needed to work effectively with older persons, particularly those residing in the community who are most at risk of losing their independence. If funded, the participating schools of social work will be from Texas Southern University, University of Texas-Pan American, University of Texas at Austin, and University of Houston.

Directors and staff of the Louisiana, Oklahoma, New Mexico; South Texas, and TCGECs met at the Seventh Workshop for GECs held recently in San Antonio. Specific education programs to be jointly sponsored in DHHS Region VI were discussed.

SUMMER SERIES HELD

The OVAR/GEC co-sponsored the *Tenth Annual Summer Series on Aging*, held in Lexington, July 13-16, which was attended by 545 multidisciplinary professionals and faculty. The OVAR/GEC hosted a paper-session, "Developing Leadership in Geriatric Education." The presenters represented twelve institutions from seven states. OVAR/GEC also presented the Geriatric Video Review which featured introductions to 25 diverse audiovisuals on a variety of geriatric issues. The *Eleventh Annual Summer Series* will be held on July 12-15, 1994. Contact Jenny Chestnut at (606) 257-5179 for more information.

CONGRATULATIONS

The OVAR/GEC and the GEC network are pleased to congratulate Dr. Linda C. Kuder, Co-Director, upon the completion of her Ph.D. in public administration. Best wishes!

TEXAS CONSORTIUM OF GEC'S

MANUAL COMPLETED FOR SOCIAL WORK EDUCATORS AND STUDENTS

TCGEC has recently completed an *Educational Resource Manual for Baccalaureate Social Work Field Instruction in Gerontology*. Designed to enhance the knowledge and skills of social work educators and students, this manual is a product of an AOA-funded project conducted by TCGEC at Baylor College of Medicine in conjunction with The University of Texas-Pan American Department of Social Work, The University of Texas-Austin School of Social Work, Texas Southern University Social Work Program, and University of Houston Graduate School of Social Work. For more information, call (713) 798-6470 or 798-5804.

TCGEC CONFERENCES

TCGEC and the Texas Department on Aging co-sponsored a conference on outreaching minority elderly entitled, *Opening the Doors: The Next Steps*, on August 11-13. The 1993-94 TCGEC Professional Development Institute, *Addressing Health Care Issues of Older People*, will be held September 30-October 1. For information, contact Mehrnaz Ellis at (713) 798-6470.

VIRGINIA GEC

A Graduate Certificate in Aging Studies is available throughout the Commonwealth of Virginia and the Washington, DC, area via cable television, public television, and/or video sites in non-broadcast areas. The courses are also available for continuing education credits for nurses and for other health care professionals. For information, call Ruth Decker, (804) 786-9000.

WISCONSIN GEC

TRAINING MANUAL AVAILABLE

TIPS FOR TRAINERS: A Handbook for Training Those Who Work with the Elderly is available for $5 from WGEC consortium member University of Wisconsin-Milwaukee. This manual can be used alone or in conjunction with a series of train-the-trainer modules which address a variety of topics related to working with older adults. The modules will include information on identifying elder abuse, mental health issues, alcohol and drug issues, and other. For information, contact Kate Kowalski, (414) 229-2945.

case studies drawn from the National Aging Human Resource "Best Practice" competition to identify concrete steps that can make investment in staff development a viable strategy for organizational renewal.

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CROSS-CULTURAL PERSONAL EXPERIENCES OF HELPING GERIATRIC CLIENTS IN NURSING STUDENTS. K. Petrovic, H. A. Taylor, School of Nursing, Kent State Univ., Kent, OH 44242.

In many nations people are living longer and have increasing physical and psychological needs. The need for nursing care increases with this population and nurses are concerned with how best to provide helping care for these elderly persons. As nursing is a practice discipline and nursing actions are guided by concepts, knowledge about the concept of helping in the nursing care of elderly persons could be valuable to guide practice with this population.

Little is known about the concept of helping and, more specifically, the neophyte nurse's perspectives of helping. Since past experiences influence behavior, such as nursing action, knowledge of nurses' experiences helping the elderly may suggest directions for teaching helping perspectives and quality nursing care for the elderly. This study of nursing students' personal experiences in two cultures provides a partial basis for understanding the concept of helping.

As part of a larger study, senior nursing students at two universities, in Northern Ireland and in midwestern United States, were surveyed by open-ended questionnaire. Students were asked to describe any past experiences (other than those encountered as a nursing student or in professional work) they had had in helping elderly persons. Demographic data were collected concerning personal characteristics such as age, gender, marital status; cultural characteristics such as family heritage and religion; and other characteristics, such as nursing employment, parents' health and dependent. As in previous, similar research, data were content analyzed for predetermined themes related to helping. Subsets of data will be examined for differences in themes and content categories identified in the two cultures. The themes of helping and content categories that arise from the data will be described. Implications for nursing education, practice, and research will be discussed.

UNDERGRADUATE SOCIAL WORK EDUCATION IN ELDERCARE. N. L. Wilson, M. L. Williams, R. E. Roush, Huffington Center on Aging, Baylor College of Medicine, One Baylor Plaza, Houston, Tx, 77030.

Growth in aging services has increased the demand for gerontologically trained Baccalaureate Social Workers (BSW). As part of the AoA National Eldercare Campaign, the Texas Consortium of Geriatric Education Centers (TCGEC) joined forces with three Texas schools of social work to address the lack of gerontological content in undergraduate social work education. Since BSW programs are not required to include gerontology content in required or elective courses, the TCGEC developed and piloted a model field instruction program for gerontological social work. Of the 269 field sites currently affiliated with the 3 BSW programs, only 44 (16%) serve clients age 50+. These 44 field sites and field instructors were surveyed to characterize the clientele, range of services provided, and type of practicum offered at each site; also to establish the perceived needs of field site instructors for continuing professional development in gerontology. Based on pre-set criteria, survey results were then used to select three model field sites and 6 control sites. This poster session will present the various components of the model field site program including (1) model site selection criteria; (2) student learning objectives for essential attitudes, knowledge, and skills; (3) appropriate experiential activities; (4) a social work resource manual; (5) field instructor professional development; and (6) a case-based evaluation approach. Finally, conclusions as to how the model field experience contributes to increased interest and capability of social work students will be discussed.

REASSESSMENT OF GERONTOLOGY CERTIFICATE PROGRAM QUALITY: A SECOND FOLLOW-UP STUDY OF GRADUATES G.L. Eustis, College of Social Work, University of South Carolina, Columbia, SC 29208.

The gerontology certificate remains the most widely awarded credential resulting from the rapid emergence of gerontology education in the United States. Proliferation of multidisciplinary certificate programs continues to raise vital concerns about curriculum quality and usefulness, accompanying disciplinary preparation, employment and career advancement, and necessary course content. In 1979, the Graduate School of the University of South Carolina instituted a multidisciplinary, 18 credit hour Certificate Program in Gerontology. This reassessment study provides data from our graduates (N=90) six years after an initial follow-up survey (N=40) in 1987. The Standardized Survey Instrument for Graduates of Gerontology Programs, developed by the Association for Gerontology in Higher Education (AGHE), provided helpful information about academic credentials, gerontology work activities, sources for assistance in gerontology employment, salary levels, and adequacy of gerontology education as preparation for gerontology careers. Analysis of survey data supports the goals and multidisciplinary focus of the gerontology certificate program; reveals a rich diversity of graduates' career interests and paths in gerontology; and provides a strong indication that AGHE graduate certificate curriculum standards have helped strengthen the program quality. Additional data indicate several areas requiring additional curriculum development to support work activities of graduates advancing to higher level management and planning positions in the aging and health care networks.

CREATING VIDEO MATERIALS FOR GERONTOLOGY INSTRUCTION J.P. Dubanoski, A.L. Lenzer, K. Braun, R. Goodman, Center on Aging, University of Hawaii at Manoa, Honolulu, HI 96822

Methodology for creating video materials effective in gerontology instruction includes grant-writing skills, content and video treatment development, interviewing skills with elders and experts, editing and databasing of video material, script writing, visual treatment of scripted materials, development of print materials for students and faculty, and pretesting of video and print materials. A road map to this complex process is presented with examples of products at each stage of development.

INFUSING ASIAN STUDIES INTO THE UNDERGRADUATE GERONTOLOGY CURRICULUM L. R. Barley, EdD, Office of Academic

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National Associations

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Association for Baccalaureate Program Directors in Social Work
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TEXAS' 26 BACCALAUREATE SOCIAL WORK (BSW) & MASTER'S OF SOCIAL WORK (MSW) PROGRAMS

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1. Brubaker, E. (1985) Incorporating gerontological content into undergraduate social work curricula: Recommendations for the practice sequence. Gerontology and Geriatric Education, 5, 37-43.

2. Schneider, R. (1989) Undergraduate Social Work Education and Gerontology Series. Council on Social Work Education and Virginia Commomwealth University.

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